



Academic Affairs Policy 2.22

Minimum Requirements for Dual Enrollment

Public Postsecondary Quality Guidelines

Purpose: To ensure quality and transferability of dual enrollment courses.

Dual Enrollment is the enrollment of a high school (HS) student in a college course for which dual credit (both college and HS credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is: (1) an on-site or online college course taught by the postsecondary institution, or (2) a specially scheduled college course taught at the high school. Postsecondary institutions must adhere to BoR Policy and must comply with all accreditation requirements for awarding credit.

Course Content, Rigor. Collaborative agreements between secondary and postsecondary institutions for the delivery of dual enrollment courses should address curricular oversight and rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work.

- 1) Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching HS course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
- 2) Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript if the HS measures differ from those of the college/university.
- 3) Academic (GenEd/transfer) courses must be listed on the Master Articulation Matrix, with Common Course Number listed on the syllabus so that students will know where and how the course will transfer. (Exceptions may be made for students who have advanced beyond the matrix.)

Student Eligibility¹. Because HS students, in most cases, have not had the degree of exposure to academic course content that a freshman student would have experienced through completing the Regents' academic (*TOPS-University*) core, it is logical that eligibility requirements for Matrix courses would be slightly more specific in demonstrating readiness for college-level work. Students must meet any eligibility requirements the postsecondary institution designates, including prerequisites, placement measures, etc., in addition to *minimum* requirements outlined below. *Minimum requirements may be increased by the postsecondary institution for particular courses or for dual enrollment, in general.*

Academic Courses (Master Articulation Matrix)

With the goal of concentrating on the Core foundation and college readiness upon graduation, HS students in need of remediation in mathematics or English/writing must be making progress to complete all required remediation to enroll in any courses on the Master Articulation Matrix, i.e., to demonstrate ACT (or equivalent) Composite of at least 19 with subscores of at least 19 (Math) and 18 (English).² The postsecondary institution may require higher readiness indicators.

1 Minimum requirements are effective Fall 2018. Students who successfully completed (with grades \geq C) DE courses in the preceding semester (Spring or Summer 2018) may be *grandfathered* in to continue enrollment.

2 Students who have not yet taken the ACT in high school may qualify via posted *Minimum Admission/Placement Score Guides*, e.g., Pre-ACT (18E, 19M), Aspire (433E, 431M) or EOC (740 E-II, 760 A-1, or 750G).

- Students who meet other readiness indicators but have <18 in ACT English may be allowed to enroll in mathematics courses for DE, if they concurrently address their reading/writing deficiencies; and
- Students who meet other readiness indicators but have <19 in ACT Math may be allowed to enroll in English, foreign language, history, or introductory social science, humanities, or arts survey courses for DE, if they concurrently address their mathematics deficiencies.
- Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the Senior year, a student must be able to demonstrate college readiness in *both* English and mathematics.

Students may concurrently address deficiencies in several ways, e.g., by continuing to complete core classes, participating in online subject area reviews before retaking the assessment, or, after completing at least three core English/math courses, enrolling in a BESE-approved HS transition or college developmental course for which a grade $\geq C$ will be considered equivalent to the required ACT.

Dual Enrollment students must have and maintain a cumulative HS GPA of at least 2.5, verified by the high school, to initiate or continue dual enrollment.

Institutions engaged in recognized Early College programs (SLCC and the Early College Academy in Lafayette Parish; RPCC and the Early College Option in Ascension Parish) will adhere to this policy except as recommended by the Management Board and endorsed by the Board of Regents.

Technical/Work Skills Courses (Not on the Articulation Matrix)

A technical/work skills course is a course in a skill or occupational training area that contributes to a declared Career Area of Concentration and/or leads to a recognized industry based certification, certificate, or diploma. It is not a transferrable General Education course or listed on the Master Course Articulation Matrix. HS students seeking to enroll in a technical/work skills course must demonstrate an ability to benefit as defined by the Management Board and its member campuses.

Instructor. There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Likewise, there is an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom.

- 1) To ensure the quality and integrity of the academic content and delivery of the course, the person delivering the instruction as a representative of the institution should be a qualified, effective faculty member. That individual must, at a minimum, meet the institution's policy on faculty qualifications, within SACSCOC (or COE) credential guidelines.
- 2) Especially if the person delivering or facilitating the instruction is not a regular member of the postsecondary institution's on-campus faculty, s/he must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. The teacher/facilitator must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes. Each institution will report to the BoR a description of the process which DE instructors are required to complete prior to offering the course.

Student Mix. College courses offered for dual enrollment credit should be differentiated from regular HS courses in content and performance expectations. The class may be comprised of all secondary students or a mix of both HS and college students, but all participating in the course should be fully participating at the college level, whether enrolled for college credit or auditing for content or challenge. If a dual credit course includes students not taking the course for college credit, postsecondary institutions should be prepared to offer a compelling explanation as to how the *collegiate level* of the course is ensured.



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2020-2023 Minimum Dual Enrollment/Placement Scores

Alternative minimum scores are offered below for college-level enrollment. Postsecondary institutions may set higher scores for placement in particular courses or for high school enrollment in college courses.

Academic Courses (on the Master Articulation Matrix)		
	ENGLISH	MATHEMATICS*
For students with ACT or SAT scores. (May use alternate measures for ACT/SAT score earned before 10 th grade.)		
ACT (≥19 Composite Score)	18	19
SAT (≥980 Total Score)	500 ERW	510 Math
For students who have taken the ACT/SAT after the 9th grade (with a Composite Score ≥19) and seek an alternate measure in English or Math.		
ACCUPLACER	86 Sent Structure	65 (Elem Alg) 40 (Col-Lvl Math)
ACCUPLACER NG	250 Writing	250 QRAS
<i>*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ Accuplacer NG (QRAS) or ≥ 250 (AAF) are recommended.</i>		
For students who have not yet taken the ACT/SAT in high school.**		
ASPIRE (≥430 Composite Score)	433	431
MAP (≥490 Language+Math Scores)	245	265
Pre-ACT (≥19 Composite Score)	18	19
Pre-SAT (≥980 Total Score)	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025***	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above <i>and</i> completion of Algebra II w/C or better for enrollment in College Algebra.
<p><small>* For College Algebra, >20 ACT, 435 Aspire, 270 MAP, 22 Pre-ACT Math, 770 Algebra I or 760 Geometry EOC is recommended.</small></p> <p><small>** ACT confirms that ASPIRE & Pre-ACT are predictive measures to aid in focusing HS instruction & <u>do not</u> replace ACT. If a student has taken the ACT or SAT in HS, the ACT/SAT score must be used as the placement measure.</small></p> <p><small>*** Regents staff will conduct analytical studies in 2022 to validate or adjust use of LEAP 2025 scores in this policy.</small></p>		

In lieu of the instruments listed above, a college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores

on the ACT. Proposals for alternate placement systems, with corresponding data, must be presented to the BoR Office of Academic and Student Affairs for approval by the Board of Regents.